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ABSTRACT

This paper begins with a discussion of reasons why the Uganda College of Commerce was established and how the curriculum for the Uganda Diploma in Business Studies (UDBS) was developed. A historical survey of the course development is presented, focusing on the course objectives. The achievements and non-achievements of the UDBS are analyzed, based on evidence from official college records and informal interviews with college personnel and UDBS graduates. Several conclusions about the program are noted. With the UDBS, Uganda has its own technician-level national qualification in business education independent of foreign instruction. The UDBS, a unique course in Uganda's educational system, has produced locally trained technician-level manpower for public and private commercial/industrial businesses. On the negative side, the course has not offered enough opportunities for higher professional studies, and its largest problem has been finding qualified teachers. Finally, industries have not been encouraged to participate in the training program of the College which provides the UDBS course. Recommendations are made for improvements. (JD)

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BANJAMIN RARAKIT OLUK EKOOT:

THE ACHIEVEMENTS OF THE UGANDA DIPLOMA IN BUSINESS STUDIES COURSE TODATE

1981/82

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THE ACHIEVEMENTS OF THE UGANDA DIPLOMA IN BUSINESS STUDIES COURSE TODATE

BY

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SUBMITTED TO THE FACULTY OF EDUCATION OF THE UNIVERSITY OF NAIROBI IN PART FULFILMENT OF THE REQUIREMENTS FOR THE POST-GRADUATE DIPLOMA IN CURRICULUM DEVELOPMENT

UNIVERSITY OF NAIROBI

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PREFACE

Following the attainment of Political independence in October, 1962, Uganda increasingly felt a rather disturbing shortage of competent trained manpower in her business sector. This was not surprising since apparently the colonial strategy was to have Business Studies lag behind other studies - presenting only elementary business education to the less talented or bright students. Moreover, post-independence planners seem to have blindly perpetuated this imbalance in manpower development until large outflow of capital and delays in examinations results (from the U.K.) led them to finally realise the scarcity of appropriate manpower for financial control, cost control, production planning and control and general business management and control.

A wholly local course to train book-keepers, bank cashiers, audit clerks and other such-like technical level business sector personnel was urgently required as a start towards locally training the required manpower in this sector. Such a course (or training programme) was launched in the late sixties at the only post-secondary Government educational Institution for business/commercial studies - the Uganda College of Commerce, situated at Nakawa, Kampala.

This paper attempts to broadly answer the question as to whether the course in question, the Uganda Diploma in Business Studies (UDBS) course, has successfully served the purpose(s) for which it was established or not. Often times new curricula (in various fields of study) are come up with and implemented. Nobody bothers thereafter to reflect over the efficiency with which such curricula are evolving towards the set objectives. This attitude of taking things for granted has often led to miss-control of otherwise beautiful educational programmes to the discontentment of scholars/trainees and the general public alike.

This paper is not a TECHNICAL EVALUATION of the Uganda Diploma in Business Studies course - in the more usual and strict sense of evaluation. It is neither a Formative Evaluation nor a Summative Evaluation. It is merely a general historical survey research-type of inquiry. The general reader therefore, stands to gain considerably from the reading of this paper. Certainaly it is a good starting point for a more technical-oriented researcher endowed with more financial and time resources to take off into a more thorough and detailed qualitative and quantitative analysis of the problem.

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In the same vein does the writer wish to record, with great humility, his sincere appreciation and gratitude to the Principal and the administration of the Uganda College of Commerce for their spontaneous co-operation and assistance particularly in respect of availing the relevant College files from which most of the vital statistics are extracted thus providing concrete evidence for some of the conclusions in this paper.

Mr. Ignatius S. Tabaro of the National Curriculum Development Centre, Kampala also read the manuscript at various stages of its development and offered useful criticisms.

Finally, the writer wishes to thank Mrs. Jovita K.Ekoot for devotedly typing the entire manuscript amidst her many office demands.

Any errors of any sort in this paper therefore, are wholly the responsibility of the writer himself

BENJAMIN R.O.EKOOT

KAMPALA,

JUNE, 1982.

CHAPTER ONE: PROBLEM ANALYSIS

1.1. The Problem

Educationists usually expect any systematic new educational programme or curriculum to go through some four stages before widespread dissemination, and these stages are:-

1- Planning, where objectives/aims instructional methodology etc. are defined;
2- Instructional materials' production including piloting or try-outs for improvement;
3- Implementation or diffusion of the new curriculum; and
4- Evaluation, whereby the aim is to control quality.

This may be looked at as the ideal in curriculum development. However, many new curricula developments have come to go through these four stages leading to this being adopted, albeit unconsciously, as the standard pattern for the development of new courses.

This paper is written on the premise that the course in question, the Uganda Diploma in Business Studies, came into being through the above referred-to pattern or stages - if not explicitly, at least in an implied manner; and since it has been running for well-nigh fourteen years now it is time to ask the question as to what its achievements have been to this day... Answers to such questions as to whether the objectives for which the course was established have been met, and with what efficiency they are being met are very crucial to the future development of the course itself. Certainly they are an absolute necessity for the implementors of the course (i.e. administrators and instructors.)

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In the plan stage, the broad objectives of the UDBS course were:

1. To replace the existing courses leading to:-
   (a) A.C.C.A. (Association of Certified and Corporate Accountants);
   (b) O.C.B.S. (Ordinary Certificate in Business Studies)
   (c) G.C.E. 'A' level (General Certificate of Education 'A' level)

2. Allow for continuation to higher professional qualifications by allowing:-
   (a) Students interested in accountancy to sit intermediate examinations of ACCA (i.e. Section 1) near the end of the course (UDBS course);
   (b) Students interested in Company Secretaryship to sit the Intermediate Examinations of the C.I.S.(Corporate Institute of Secretaries) - Part I of the Final - also near the end of the course;
   (c) Students who wish to proceed to a University to take the G.C.E.'A' level examinations in Accountancy, Economics and General Principles of Law.

3. To cater for those students who fail to satisfy professional standards but achieve worthwhile results at a lower level (technical level) through the Diploma being a basic qualification in itself - recognised by both the public and the private sectors.

4. To teach and train students through a system of tutorials - following on main lectures and directed private study.

5. To turn out independent, self-reliant and well-informed people who can serve Uganda's commercial interests.

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These then are the objectives upon which this paper focuses its "searchlight." We may therefore, now boldly state the problem of this paper as: to INVESTIGATE THE ACHIEVEMENTS (AND NON-ACHIEVEMENTS) OF THE UGANDA DIPLOMA IN BUSINESS STUDIES COURSE IN RESPECT OF ITS STATED OBJECTIVES. This will reveal the strong points and the weak points of this course and so thereby point out where improvements are required to enable the achievement of the stated objectives. It may of course also become apparent that some of these objectives now need review and re-defining.

The inquiry into this problem is being undertaken from a historical-survey angle so that the impact of time over events will not be missed. Moreover, a historical survey should give a clear developmental process (over time).

1.2. Historical Development of the Course

The Uganda Diploma in Business Studies course was launched, in earnest, in the April, 1968 intake at the Uganda College of Commerce.

Before this date Uganda used to depend virtually 100%, on the United Kingdom for its:- a) syllabuses
b) examinations, and
c) Certificates!
as far as Business/Commercial education was concerned. All institutions offering business education in the country were invariably tied to some British "parent" institution such as the Royal Society of Arts, the London Chamber of Commerce, the Corporation of Secretaries and the Association of Certified and Corporate Accountants (to name but a few.)

The creation of the Uganda Diploma in Business Studies offered Uganda a NATIONAL DIPLOMA of its own for the first time. The course subject syllabuses were devised by the

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teaching staff of the Uganda College of Commerce themselves - to meet the local requirements; the examinations were locally and internally set by the college lecturers but passed on to external examiners for moderation and assessment of standards; and the certificates were the college's (the country's) own national Diploma - the Uganda Diploma in Business Studies.

The launching of UDBS was in direct response to the College's official policy laid down by its Board of Governors by 1967 which was (quoted whole):

i) to develop and expand the College to serve the administrative and commercial needs of Uganda;

ii) to set up the College's own courses, examinations and diplomas while maintaining international standards; and

iii) to Africanise the staff of the College as rapidly as possible.

The UDBS thus owes its origin directly to section (ii) of the UCC's official Policy (as of 1967).

Admission Requirements:

The minimum academic qualifications for entry to the course were fixed at six credit passes at G.C.E. 'O' level, including English Language and Mathematics i.e. of the six required credit passes, English Language and Mathematics were a must - then any other four. These were obviously stiff requirements calling for brilliant, first class students rather than mediocre, less talented ones who would have liked to apply for admission to the course as a last resort (having failed to qualify to be absorbed into other post-secondary training institutions.)

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The College records show that these minimum requirements were strictly adhered to in respect of government sponsored students. With the passage of time, however, some students were admitted on private, self-sponsored basis on a lower minimum entry requirement of five credits at G.C.E.'O' level including English Language and Mathematics. The difference between the government sponsored and the private-sponsored students was (and is) that the former are RESIDENT, enjoying certain other allowances from the government while the latter are non-resident, meeting all other such expenses like daily transport to and back from the College lunches and text-books besides their tuition fees.

Records also show that some civil servants with lower qualifications working in their respective accounts departments were admitted to the course on request and strong recommendation of their heads of departments. This category of applicants for admission were handled by the College Principal only, special as they were. Notwithstanding the stiffness of these admission requirements, top-placed government officials, including Ministers - particularly during the seventies - have twisted the Principal's hand, in certain cases successfully, to bend these requirements so as to admit their "cases." The course lecturers interviewed disclosed that these unqualified cases not only appeared in their classes but are problem cases - academically typically lag behind and are arrogant. It should be recalled here that this is the only course of its kind and level in the country being run in the only government educational institution for Business Studies. Characteristically therefore there are far too many well-qualified applicants for admission compared to the limited intake (the highest of which has been eighty six in 1979) each academic year.

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Course Structure

In April, 1968, the course was structured to run for two years of four terms each of approximately eleven weeks' duration. The course was thus intensive, allowing the students only short breaks of two weeks each.

The first year consisted of five subjects two of which were final (or terminal) while the remaining three were continuing or carrying subjects. The second year also had five subjects (all final) and, in addition, the students had to write up research projects (referred to in the College jargon as Extended Essays) of between three thousand and five thousand words and undergo a viva voce examination to defend them. The course structure with respect to the subjects in 1968, may be summarised as follows:-

UDBS COURSE SUBJECT STRUCTURE, 1968

FIRST YEAR	SECOND YEAR
Economics I	Economics II
Accounting I	Accounting II
English I	English II
General Principles of Law	Mercantile Law
Statistics	Costing, or Secretarial Practice + Extended Essay (3000-5000 words) plus viva voce examination

In the following year (1969) the Principal, encouraged by the results achieved so far, drew up a Five-Year Course structure to be implemented with effect from 1970 to lead to the award of a Higher Diploma in Business Studies (HDBS) as follows:-

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YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE
Accounting I	Accounting II	Practical experience in Industry and Commerce (with optional Part-time evening classes.)	Advanced Accounting	Company Secretarial Practice
Economics I	Economics II		Cost Accounting	Rating and Taxation
English I	English II (with Extended Essay)		Business Administration	Management Accounting
General Principles of Law	Mercantile Law		Company Law	Auditing or Law of Meetings
Statistics & Maths	Costing or Secretarial Practice			

NB: The (ordinary) usual Uganda Diploma in Business Studies (UDBS) would be awarded after successful completion of the first two years; and, following a one year practical experience in the industrial/commercial sector, the students would be re-admitted for Higher Diploma Studies. This structure however, was NEVER IMPLEMENTED.*

A significant change in the course structure also appeared in 1974, with the reduction of the continuing subjects to one and the introduction of a new subject, Office Management. The new structure was as follows:

UDBS COURSE STRUCTURE FROM APRIL, 1974:

YEAR ONE	STATUS	YEAR TWO	STATUS
English	Final	Accounting II	Final
Economics	Final	Mercantile Law	Final
Statistics	Final	Costing	Final
Gen.Principles of Law	Final	Office Management	Final
Accounting I	Transitional	Extended Essay	Final

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* The present Principal disclosed however, that with effect from the forthcoming academic year i.e. October, 1982/83, the course structure will be similar to the one above i.e. a Five-Year Course leading to a Higher Diploma in Business Studies and that entry requirements will be higher - an

This is the course structure obtaining up to the time of writing this paper. The College planning committee contemplated altering it further to stiffen the standards and so raise the salary offered to its graduates but finally decided against it in view of the fact that the course was meant to produce TECHNICAL rather than PROFESSIONAL manpower.

Subject Syllabuses

Recall that the subject syllabuses were to be designed by the respective subject lecturers. The UDBS file on syllabuses does not contain a complete set of subject syllabuses (for Year One and Year Two.) This may be due to sheer loss or the lecturers concerned not bothering to submit their syllabi for filing. Whatever the case may be, however, there is no evidence of dynamic developmental changes in respect of syllabuses. Subject syllabuses therefore, have defied time with the result that the General Principles of Law and Mercantile Law for example, relate to Britain rather than Uganda because the syllabuses for these subjects were originally designed and taught by the British expatriate lecturers.

Course Recognition

In order for the course to effectively play the role it was set out to play, its recognition, both locally and internationally, was of paramount importance. Right from its launching in 1968, therefore, the Principal vigorously embarked upon a promotional compaign to have the course recognized on these two fronts - local and international.

Through mainly the Principal's own personal contact (through correspondence) with the major Professional Bodies in the United Kingdom, the UDBS won recognition from the Institute of Book-Keepers, the Corporation of Secretaries, the Chartered Institute of Secretaries, Association of

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Corporate and Certified Accountants, and Institute of Cost and Management Accountants who agreed to give, in general, a subject per subject exemption to the UDBS holders who passed the diploma at credit level. The Chartered Institute of Secretaries and the Corporation of Secretaries moreover, granted exemption from their entire Intermediate to holders of the UDBS who passed at credit level while the Institute of Book-Keepers gave full exemption for membership to holders of the UDBS. External recognition the UDBS obtained may be summarised as follows:-

INSTITUTION	SUBJECT EXEMPTION	MEMBERSHIP
a) Association of Certified Accountants	i) All subjects in the whole of Part I.	-
	ii) Mercantile Law Part II	-
	iii) Costing I in Part III	-
b) Institute of Chartered Secretaries & Administrators	All subjects in the Intermediate	-
c) Institute of Cost and Management Accountants	Business Mathematics and Statistics	-
d) Institute of Chartered Insurance	i) Commercial Practice	-
	ii) General Principles of Law	-
e) Institute of Book-Keepers	All	M.I.B. (Members of the Institute of Book-Keepers.

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Still on the question of the course recognition, it should be noted that by December 2nd, 1969, the Principal was able to announce the course recognition by the University of East Africa. The University of East Africa accepted the course qualification for purposes of admission to its degree courses, particularly the Bachelor of Commerce Degree, under what it categorised as "Special Scheme." This provided that a graduate of UDBS who passed his diploma at credit level and was recommended by the Principal, could gain admittance to the University's Bachelor of Commerce degree course. (The University, it should be pointed out, had only two other channels of entry to its courses namely, straight entry from Higher School Certificate - the G.C.E.'A' level - and Mature Age Entry Scheme.) The University's recognition of the UDBS course qualification as an entry requirement to its courses however, was rather too brief because by March 28, 1972, it withdrew this recognition completely.

The question of the government of Uganda giving the course due recognition for salary purposes was dealt with by 1969. From July, 1968, the UDBS holders working in the government sector were in the salary scale E4-3 which carried £317/8 p.a. - Uganda shillings five hundred and twenty nine only, (U.shs.529/=) per month. In October, 1971, it was improved to scale G3-2 which meant shillings one thousand one hundred and forty five per month. Meanwhile, the private sector of the economy paid comparatively much higher salaries to the UDBS holders than the public/government sector did. For example in 1968 the private sector paid the UDBS holders between shillings eight hundred and one thousand two hundred (compared with the government's shs.529/=).

The decade of the seventies on the whole was not favourable to the UDBS. Besides losing the University of East Africa's recognition in 1972, the Association of Certified Accountants also withdrew their exemptions for UDBS - unfortunately, on rather political grounds as the following quotation by the ACA Secretary, Education attests:

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"... I regret that owing to the absence of British Council representation in Uganda we are unable to continue our former policy of awarding exemptions to Diplomates of your college" - A.C.A. Secretary, Education to the Principal Uganda College of Commerce, 26th April, 1977.

Examinations

The College examines the Uganda Diploma in Business Studies course INTERNALLY but with external examiners as assessors. Briefly the system works as follows:- The internal course lecturers set (write up) the examination papers in their respective subjects which papers the Head of Department passes on to the external assessors (Moderators) at the University where they are rendered into the final format which conforms to the required standard. The college then prints the externally assessed papers, and administers the examinations. The college lecturers (internal examiners) mark the scripts after which the marked scripts are again turned over to the external examiners for final assessment. Finally, the college Academic Committee resolves any differences between the internal and external examiners' marks and publishes the final results.

The UDBS examinations have not altogether had a smooth untarnished history. The Viva Voce examination on exteded essays which was compulsory for all candidates was made binding only on the essays considered above a credit pass level in November, 1975. After 1977 this Viva Voce examination seems to have died off altogether.

Concern over the security of examinations with respect to setting, conducting and marking surfaced strongly during 1973/74 academic year to the extent that there was an attempt to humilate the college by proposing a take-over of the

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examinations at the college by the Examinations Section of the Ministry of Education (March 1974). [Indeed at the time of writing this paper the Board of Governors of the College had already taken the decision to examine the UDBS course - togehter with two other local internal courses - externally.]

Security of examinations aside, there are also complaints, through time, of some questions in certain subjects being set out of syllabus. Class subject record books have had to be requested by the external examiners to apprise them of the topics actually covered during lectures and the continuous assessment or course-work of the individual students during the year. It should be remarked here however, that starting from 1975 through 1976, 1977 and on, emphasis was laid on marking all final examinations out of 100% thus rendering the continuous assessment scores useless. This, of course, has its own serious implications on the method of instruction and the seriousness with which students attempt their homework assignments at all. Both the lecturers and students will not "waste" time on it.

In 1978 a private educational institution for accountancy and management studies sought to "coach" private candidates to appear for the UDBS examinations. This would, in effect, widen the range of people who would come to possess the UDBS qualification. Apparently this private institution's request was diplomatically ignored.

At the beginning of the course the external assessor(s)/ examiner(s) received no fee for their work. The idea of an external examiner's fee however, crept in during the seventies as a kind of token fee, to express the college's appreciation of the indispensable assistance rendered. With the increasing economic difficulties this token fee led to disillusionment by 1974. In 1975 therefore, the external examiner's fee was revised to ten shillings per script.

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Course Lecturers

Prior to the course establishment, in 1967, the Acting Head of Department of Professional Studies under which department the course falls, expressed concern of lack of sufficient, experienced and qualified staff to successfully pursue (even) the existing courses. It should not be surprising therefore, that the information regarding the course lecturers is mainly (of) complaints. For example, in 1975, it was virtually impossible to get an Office Management Lecturer, in the following year the United Nations Economic Commission for Africa offered to sponsor to train one Accounts teacher/lecturer at the Kenya Institute of Administration and the University of Nairobi, but nobody was nominated for sponsorship. By 1979, the practice of resorting to student-lecturers was well established because even part-time lecturers could not be recruited in sufficient numbers. While Business Education teachers were (and are) being turned out at the neighbouring National Teachers' College they are not considered competent enough to teach post-secondary professional courses such as the UDBS at the Uganda College of Commerce. These teachers, being Grade V, can only teach secondary school 'O' level business education subjects. The initial years of the course - 1968-1971/72 seem to be the only years in which there was no very serious problem of lack of the teaching manpower due to the predominance of expatriate personnel then.

The Business Club

Another brilliant innovation associated with the establishment of the UDBS course was the creation of a Business Club whose main objective was to broaden the outlook of the students by exposing them to current problems of their economy through broadly based speeches by distinguished invited speakers. Leading men in the country-both from the public and private sectors - were

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thereby brought to meet the students.

The Minister of Education gave the inaugural address to the Club in July, 1968, and thereafter there were such guest speeches every fortnight.

The first five years of the course are associated with the following number of Public lectures from invited guests:-

YEAR	NO. OF PUBLIC LECTURES
1968	9
1969	6
1970	8
1971	-
1972	3

Source: U.C.C. B.S Business Club.

Apart from the last two public lectures which were organised by the student body, all the lectures to the Business Club were arranged by the Principal and the Head of Department of Professional Studies (for Principal). A wide range of topics on social, economic, legal and political issues were covered through these public lectures. A few examples include:-

i) "International Banking" (26/7/68)
ii) "The Economics of the Uganda Electricity Board" (9/8/68)
iii) "Computers" (18/12/68)
iv) "Fiscal and Financial Policies of the Government of Uganda "25/4/69)
v) "Honesty in Business " (7/5/70)
vi) "Law in Uganda" (11/9/70)

However, since 1972, no other activity of the Business Club has been recorded.

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1.3: CURRICULA EVOLUTION

The British expatriate Principal who took up office at the Uganda College of Commerce in November, 1967, was recruited specifically to "develop business education in Uganda", an aspect of education which had characteristically lagged behind all other types of education in Uganda from the colonial era. Uganda Diploma in Business Studies course is the first local course he launched towards meeting the set objective.

At this point one may ask as to who were on the Curriculum Committee that drew up the UDBS Curriculum. Available evidence indicates that this was an entirely one-man committee. The expatriate Principal referred-to above simply lifted the British "Ordinary Diploma in Business Studies (ODBS)" to Uganda and, After rendering it somewhat broader, called it the "Uganda Diploma in Business Studies." The teaching staff at the College assisted in drawing up all the subject syllabuses — the net result: UDBS.

Regarding the UDBS curriculum that the concerted efforts of the Principal and his academic staff came up with (in a remarkably short time, it should be observed) the broad objectives on which it is focused are already stated in section 1.1 above and therefore, need no repeating. Close examination of the individual subject syllabi however, shows that our restricted curriculum team did not go far down enough to define the SPECIFIC OBJECTIVES of the course. Apart from Office Management and Business English, which give an aim or two, the rest of the subject syllabi begin by listing the topics to be covered and/or listing the recommended textbooks. All the books listed were British books.

Apart from a few changes in the course structure which occurred in 1974 when English I and English II were conso-

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lidated into a single, final paper and Office Management introduced in year two, the UDBS curriculum package has remained practically unchanged. The syllabi have not been revised nor have the reading lists been significantly changed besides updating the editions and adding a few more new publications in the various subjects.

The teaching method has also remained the lecture-expository method all through the years. Tutorial discussions in smaller groups following on the main lectures (as conceived in the original design) have long since disappeared even from the class time-table. The reason apparently is that there is just one lecturer per subject while there are around eighty students in the class. This means that there would have to be about ten tutorial groups to be handled by one lecturer every week. It had also been planned that there would be frequent industrial visits to expose the students to the real world situations. However, all the recorded industrial visits the students have ever made never included the UDBS students specifically.

With regards to the evaluation or examination procedure, apart from the change of external assessors - from originally the Dean of the faculty of Commerce at the University College, Nairobi, to now the various lecturers at Makerere University - this too, has remained the same college internal examinations system with external examiners as moderators. Complaints about the laxity over the security of examinations in the hands of internal examiners (college lecturers) have only served to undermine the administration of these examinations - not the method itself. It can therefore, be safely said that the UDBS curriculum has behaved very much like the Saber-Tooth Curriculum - defying the changes and chances of time.

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1.4: THE PURPOSE OF STUDY

Apart from fulfilling a requirement for the award of the University of Nairobi's Post-graduate Diploma in Curriculum Development, one of the purposes of this study is to stimulate concern among educators, whether they be teachers/lecturers or administrators, over the efficiency with which the educational programmes they are involved in are running and so rise up to the challenge of intimately identifying themselves with these programmes in the spirit that their success is the crowning glory of their personal lives.

If the educational system is to faithfully serve man's sacred obligation to carry forward an ever advancing civilization then those directly involved in it should be committed to its periodic and regular review to be satisfied that the system is in line with the objectives set out for it to achieve. This is to say that teachers and administrators should regularly evaluate their curricula.

Hence by studying the vital statistics related to the various aspects of the course, this study is squarely purposed to establish the successes and/or failures of the Uganda Diploma in Business Studies course and so suggest possible solutions for improvement - advance strategies for improvement (where weaknesses are indicated). By establishing the successes and failures of UDBS the arousal of concern among both the academic and administrative staff of the system over the progress of curricula in their hands (see paragaph 1 of this section above) should be achieved - given that the study is perused by these parties without prejudice. With the necessary concern aroused, the practice of constantly evaluating-reviewing - curricula should become common among curriculum implementors thus injecting dynamic, vibrant life into education.

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1.5: LIMITATIONS OF THE STUDY

This rather ambitious study is however, constrained by a number of factors which will naturally undermine the strength of the conclusions which will be drawn from this study (let the reader be forewarned!) These constraints include the following:-

Firstly, the time constraint which has dictated that this study be a mere survey. The three months allotted to this study by the University authorities is far too short for a detailed empirical inquiry into the achievements of a course which has been running for fourteen years. The limited time makes it difficult to design meaningful evaluation instruments which should have been administered to those who have passed through the course; those who are passing through it; and those who have taught, and those still teaching the course. Moreover, the time pressure severely limits the sample size that can be worked with which in turn affects the validity of conclusions based on the limited sample.

Secondly, the lack of follow-up cards on the students who go through the college seriously frustrates the efforts to reach the course graduates to respond to questionnaires meant for them. There is no Careers Counsellor in the College who could have kept up such follow-up cards but probably the Registrar/Secretary's office could have undertaken the responsibility. Unless a researcher has personal knowledge of some of the course graduates therefore, it is extremely difficult to reach them.

The non-existence of an Old Boys Association of the College compounds the difficulty of reaching the course graduates. An efficiently functioning Old Boys Association would have up-to-date information on its members - where they are employed and in what positions, and so forth.

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A third limitation of this study is the discontinuity in the official records. For some reason yet to be ascertained the official statistics relating to the course are rather fragmented and more, some files give quite different figures on the same variable making it difficult to choose the correct information.

The cost element - particularly the cost of transportation - also imposed a limit as to how far this study could go. When some course graduates were finally identified, the travelling expenses entailed in getting in touch with them ruled out the possibility of the writer interviewing them.

Despite the above limitations however, this study has trodden on sufficient information to render the conclusions drawn herein justifiable.

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CHAPTER TWO

THE ACHIEVEMENTS OF THE COURSE

This chapter will squarely address itself to the question of whether the course objectives have been realised or not. In the first instance therefore, we will go down the list of the objectives one by one.

A. The Replacement of Existing (foreign-based) Courses:-

The OCBS has certainly replaced two foreign-based courses since its launching in 1968. These courses were:- The Ordinary Certificate in Business Studies (OCBS) and the General Certificate of Education Advanced level (G.C.E. 'A' level).

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However, enrolments in the Department of Professional Studies (under which the UDBS course falls) have been as follows:(see also Appendix I below):-

ENROLMENTS IN THE DEPARTMENT OF PROFESSIONAL STUDIES

1968 - 1981

YEAR \ COURSE	UDBS I	ICSA I LONDON	ACCA (F.A.) LONDON	ICMA (F.A.) LONDON
1968	50			
1969	60			
1970	70			
1971	60			
1972	75			
1973	85			
1974	60			
1975	50			
1976	45	49	41	
1977	80	51	51	
1978	72	39	30	
1979	80	31	20	-
1980	75	?	?	-
1981	78	32	25	-

Source: U.C.C. A.11

Simple Least Squares solution analysis of the trend line underlying enrolments reveals that Yt = 64.3 + 1.3d* (where Yt = admission figure along the trend line, d = time deviation in ½years and d = 0 is June, 1975) is the trend of the UDBS admissions to-date - which is a rather slight, gentle, but upward trend. In fact this trend shows a rather conservative policy in the UDBS admissions.

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* This trend line equation was arrived at with the help of a Sanyo CX 8136 Electronic Pocket Calculator.

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The above table also shows that students have continued to be enrolled for London-based courses, in particular: The Institute of Chartered Secretaries and Administrators (ICSA) and the Association of Certified and Corporate Accountants (ACCA) - enrolments for the Institute of Cost and Management Accountants course was discontinued from 1977. Similar trend analysis of the enrolment figures for these London-based courses indicate a downward tendency.

Holding other factors constant therefore, we can confidently conclude that since the UDBS's admissions are on an upward trend while the foreign-based courses' admissions are on a downward trend, it is a matter of a few more years and these foreign-based courses will be completely phased out. In other words while at present it cannot be said that the UDBS has achieved the objective of replacing the foreign-based courses, there are strong indications that it will do so in a foreseeable future.

B. Allow for Continuation to Higher Professional Qualifications

Section 1-2 (Historical Development of the Course) above outlined the external recognition and exemptions the UDBS course obtained at the very beginning. The College particularly encouraged the students to continue with ICSA and ACCA upon completion of their UDBS. Some also got registered for ICMA. The table below depicts the achievements in this respect.

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THE NUMBER OF THE UDBS GRADUATES ADMITTED TO HIGHER PROFESSIONAL COURSES, 1970 - 1981:

COURSE / YEAR	ICSA	ACCA	ICMA	UNIVERSITY
1970	31			
1971				NILL:
1972				RECOGNITION
1973				WITHDRAWN
1974				"
1975				"
1976	6		3	"
1977	16	NILL	-	"
1978	-	RECOG-	-	"
1979	-	NITION	-	"
1980	-	WITH-	-	"
1981	-	DRAWN	-	"

Source: U.C.C. A.11

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The above figures show rather poor performance in respect of this goal. The official records do not show evidence of any UDBS graduates having been absorbed by the University, on the basis of the Special Entry Scheme granted to the course even before this scheme was withdrawn in 1972. In addition, after 1977 the college did not admit the UDBS holders back for the London-based courses either. Some discussions with the local representatives of ICSA and ACCA in Uganda however, revealed that some students (including the UDBS holders) have continued to register with the above named London bodies on individual, private basis on the strength of the recommendation letters from the local representatives. Such cases however, are outside the confines of this paper.

This dimal performance may be attributed to the following factors:-

1) Inadequacy and outright lack of sufficiently qualified and experienced academic staff to teach the higher parts of the Professional courses in question;

2) The College's inability to compete with the better-paying employers in commerce and industry for highly qualified staff;

3) Lack of the necessary infrastructure in the College in terms of classroom accommodation to facilitate the enrolment of increased numbers of the UDBS graduates for higher professional courses - particularly when the practice of direct admissions to these courses has not yet been phased out entirely;

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4) Lack of political confidence/trust in Uganda by foreign governments particularly during the seventies, the decade of military dictatorship in Uganda (for example, refer back to the excerpt of the ACCA secretary's letter to the U.C.C. Principal section 1.2 above, in which his Association withdrew exemptions to the UDBS diplomates, "owing to the absence of British Council representation in Uganda.")

5) Persistent difficulties with respect to securing the necessary foreign exchange for students' registration and examinations with the external Professional bodies.

C. To Cater for Students Who Fail to Satisfy Professional Standards Through the Diploma Being a Basic Qualification In Its Own Right.

This is easily the most important variable to monitor. The performance of the course in respect of turning out qualified diplomates directly affects the supply of trained, skilled manpower to the commercial and industrial sectors of the economy.

The following table depicts the annual output of UDBS Diplomates since 1970:-

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ANNUAL OUTPUT OF UDBS GRADUATES, 1970 - 1981

YEAR	NO. OF GRADUA-NTS	% CHANGE OF NO. OF GRADUANTS
1970	50	
1971	–	
1972	46	
1973	–	
1974	–	
1975	–	
1976	34	
1977	34	
1978	35	+ 2.94
1979	62	+77.14
1980	61	- 1.61
1981	–	
TOTAL TODATE	–	

Source: U.C.C. A.11 (Annual Reports)

Average annual output is between 25 - 46 graduates per year over this 12-year period.

Considering that this is the only course of its type in the country, one could again say that this is generally rather low output level. The output progressively went down as the years of the seventies went by and then assumed an upward swing only at the close of the decade.

Has this supply of the UDBS graduates, it may be asked at this point, matched the demand in the economy for these diplomates? Although this certainly calls for another inquiry into the manpower requirements position during the relevant period, it would be a valid conecture,

looking at the above data, that this is far from being the case.

The quality of this limited output on the other hand has received high rating from most employers interviewed by the writer. Employers who have both these diplomates and the Bachelor of Commerce degree holders working side by side in their firms have expressed their preference of the diplomates when it comes to pur , technical accounting work. This of course, may be attributed to the differences in the nature of training. While UDBS is geared towards technical, professional accounting work in the private industrial/commercial sector, the Bachelor of Commerce degree is geared to more general academic and managerial type of work.

Another significant achievement in connection with the output of the UDBS is that these diplomates (and indeed those who finished the course with only what may be called the certificate of attendence) are to be found working in a multiplicity of jobs in the economy which demand a working knowledge of financial accounting and indeed, business studies. These UDBS-trained persons are found manning such positions as school bursars, departmental executive officers (accounts), assistant accountants in various companies, banking assistants and so on - a truly wide cross-section of executive jobs. It is also significant to note that the majority of these diplomates find work in the private sector (rather than the public sector) which normally seeks the most efficient factor of production in the factor market.

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D. To teach and train students through a system of tutorials following on main lectures and directed private study:

The departmental class time-table shows that for every subject there are three tutorial groups each week consisting of some twenty-two students per group on average. The same subject lecturer is supposed to "tutor" these three tutorial groups besides delivering five main lectures. While one tutorial group is in session the other two are supposed to go into private study or tutorial session in another subject.

However, the inquiry uncovered evidence of very few tutorials actually having been effected for the following reasons:-

i) The student-teacher ratio* was/is too high for effective tutorial discussions. The ratio of ten students to one teacher was felt to have made more sense particularly in so far as getting maximum student participation is concerned;

ii) Students experienced monotony meeting the same lecturer in both the lectures and tutorials. They desired to have met other lecturers during the tutorials;

iii) Because the lecturers are also teaching other courses in the department (and, in certain cases, other departments in the College) besides the UDBS, they felt rather over-loaded and tended to leave tutorial periods to the students themselves for private study;

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*Refer to the annual enrolment figures under A above and consider that there is only one teacher per subject per annum for the enrolled students.

iv) The students, feeling rather neglected - lacking direction - tended to treat tutorial periods as their "free periods" during which to sneak out (to town or some other nearby places.);

v) Lack of co-ordinated supervision of the tutorial periods, in other words nobody seems to have been accountable for what goes on during these periods.

All in all, some ex-students summed up the achievements related to this objective as having been a result of some "ambitious, and often newly - recruited lecturers aspiring for recognition and promotion." Thus there have been extremely few cases of tutorials following on the main lectures and directed private study and the official records have not attempted quantifying them.

E. To turn out independent, self-reliant and well-informed people who can serve Uganda's commercial interests:

It should be observed from the outset that this objective is not, strictly speaking, behaviourally stated. Consequently, it presents special problems with respect to assessing its realization or non-realization. Measurements of "independent", "self-reliant" and "well-informed" are not given. These are highly controversial issues.

However, a few factors which can contribute to the achievement of this objective are available in the official records as follows:-

i) The Public Lectures organised by the Business Club can be said to contribute to the broadening of the students' outlook as well as setting them thinking about current problems which is in line with turning

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out "well-informed people." During the period under review the following number of public lecturers were held under the auspices of the Business Club (see section 1.2 above) reproduced hereunder for easy reference:-

PUBLIC LECTURES GIVEN TO THE BUSINESS CLUB 1968 - 1981

YEAR	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	198
NO. OF LECTURES	9	6	8	-	3	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL

Source: U.C.C. B.S Business Club.

It is recorded that these public lectures always generated intelligent discussions (questions - and - answers) at the end; that the students would have loved them at more frequent intervals. Because of the wide scope and diversity of coverage of these lectures it can certainly be asserted that they contributed to getting "well-informed people," holding other factors constant. However, noting that these lectures never took place from 1973, it would be dangerous to conclude that the output from 1973 to-date is ill-informed or even uninformed.

ii) Industrial visits, because of their practical orientation, are usually more informative and educative than mere class lectures. Records show that the Business Club (referred-to above) and some lecturers organised and went out on a number of industrial visits particularly up to 1975 - to the benefit of students.

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iii) The industrial training or sandwiching of the course with some element of practical, vacational-type, engagement during the course is another factor in line with the objective of turning out independent, self-reliant and well-informed people. The absence of written records in this regard however, make it extremely difficult to establish the extent of success in this connection. A few students are recorded to ha' ' got vacational employment in the Accounts Department of the College and some few more in other industrial/ commercial establishments. But generally there is not much recorded in this connection.

F. Other Achievements:-

1) The popularity rating of this course in the Africa continent is appreciably high. It has attracted applications and actual enrolments from other African countries examples of which are Zimbabwe, Kenya, Sudan and Rwanda. Some of the students from these countries were sponsored by the Common-Wealth Scholarship Fellowship Plan, others by the United Nations High Commission for Refugees while others came on purely private sponsorship basis - paying their own fees. This testifys, among other things, to the high standards the course has achieved during the relevant period.

2) Another important achievement is the measure of independence and prestige accorded to the College directly arising from its offering of this diploma

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recognised by other international educational institutions besides the public and private sectors of the national economy. Moreover, this national diploma has given the college the freedom of action and flexibility to meet local requirements of trained personnel in the business fields.

3) The fact that the course is directly controlled by the college itself including the syllabuses being devised by the college teaching staff has ensured achievement of flexibility in the course structure which has enabled other subjects (optional or otherwise) to be introduced into the course structure. The implication of this is that the course can be made to meet the changing requirements of the time by emphasising certain subjects whose knowledge is more demanded at the time. In addition, more optional subjects can be introduced to give the students a wide choice of specialization say, in auditing, insurance, advertising, transport and so on (the specializations in business education are many).

4) Another significant achievement of the course is its facilitating the students to defer their decision as to whether to go straight to work on completion of the two-year study programme or to go on with higher professional studies.*

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* Although ACCA has withdrawn its recognition of UDBS for exemption purposes, and the University has withdrawn its special entry scheme, the credit-pass cases of the UDBS diplomates have continued to register for and pursue higher professional studies on private initiative and sponsorship. A number have also got into Makerere University through Mature-Age Entry Scheme.

CHAPTER THREE

FAILURES OF THE COURSE

i) The first failure of this course is in respect to objective number one of the course - the replacement of the foreign-based courses. Although the elementary trend analysis in chapter two indicate that this will be achieved with the passage of time, for fourteen years now this has failed to materialise - and there are slim chances of its materialising considering that not only are direct registrations for the foreign-based courses encouraged (see table on enrolments under the Department of Professional Studies above) but those who perform well in the course (passing at credit level and above) register (are expected to register, according to the objectives of the UDBS course themselves) for higher professional parts of these courses, there being no local equivalent of these foreign professional courses.

ii) Attendant to this failure is another quite distinct failure to conserve foreign exchange involved in registration, reading materials and examinations with these foreign professional bodies. Acquisition of foreign exchange in developing countries is generally difficult owing to its being in chronically short supply.

iii) Another open failure of the UDBS course is failure to draw up the syllabuses of the various subjects to reflect the Ugandan situation. In other words some of the syllabuses are completely irrelevant to the Ugandan economy. For example, the General Principles of Law syllabus is simply given (from 1968) as follows:

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SYLLABUS FOR GENERAL PRINCIPLES OF LAW .

Contents: General Principles of Law (including East African legal system)

Recommended Text-books:

1- 'A' level English Law by Butterworths.
2- Principles of English Law, by Frank.

The fact that it is "General Principles of Law" and then in brackets "including East African Legal System", and, considering the recommended text-books (which were actually bought and issued to the students on loan basis from the College Library) means that it was "The General Principles of ENGLISH Law" first, and then time permitting, the East African Legal System (which is not necessarily the Ugandan Legal system). This state of affairs has not changed up to now. The point of argument is that although the Ugandan legal system is a "child" of the English (British) Legal system, the Ugandan Legal system is now quite different from the British system.

The Mercantile Law Syllabus is even worse. It is given as follows:-

Mercantile Law

Recommended Text-books:-

1- Mercantile Law by Charlesworth.

There is no doubt that there is Ugandan Law governing the Ugandan Commercial activity. So, why could not the "Ugandan Mercantile Law" be studied? Since it is the members of staff who draw up these syllabuses their revision to make them relevant to Uganda would have been accomplished a long time ago and with ease.

Not only are some of the UDBS syllabuses irrelevant but they are also badly constructed. Apart from the

English and Office Management syllabuses, the rest simply list content and recommended text-books without specifying the aims/objectives and identifying the strategies for achieving these aims/objectives. In this respect it is difficult to know to what end the various teachers were driving their students and with what teaching approach. It is apparent that the teachers did what they could in their respective subjects in a manner each one of them knew best. The lack of aims/objectives and the instructional approach also means that the examinations were blindly, arbitrarily set. Examinations must have tested knowledge of content only throughout the fourteen years. The skills and other competencies could not have featured in these examinations.

iv) A third failure of the UDBS is in the area of the conduct of examinations. Official records from 1973 show concern over these examinations as far as their setting, conducting and marking is concerned. Cases of possible leakages of certain papers are recorded. Student complaints that the teachers set papers out of syllabi are also recorded. Likewise cases of wide deviations between internal examiner's marks and the external examiner's marks have been recorded. The viva voce examination on extended essay which was part and parcel of the diploma examinations has ceased altogether. Changes in examination regulations have moreover, rendered continuous assessments and homework useless. So serious is the failure in respect of examinations that the Inspectorate Section of the Ministry of Education has at one time (1974) wanted to forward all moderated papers to the Chief Inspector of Schools who should arrange to print and store them till the examinations day. The Chief Inspector of Schools was also to arrange the marking and publication of results, and to print the Diploma Certificates.

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The Board of Governors of the College has infact taken a decision to examine all local courses running in the College externally. Persons from other institutions of higher learning will be invited to set and mark these examinations. Although these developments represent the failures of the College as a whole rather than UDBS, it should be appreciated that the latter is merely a sub-set of the former and probably if it was all well with it the Board of Governors' decision could have exempted or "excepted" it.

v) Having Objective Number Two which provides for continuation to higher professional courses which are foreign-based constitutes another failure in itself inasmuch as it directly contradicts the first objective of the course. If UDBS was purposed to replace the foreign courses then it makes no sense to encourage the diplomates to enrol for higher parts of these foreign courses. If higher studies were deemed necessary then UDBS itself should have been developed to higher parts or other locally-based courses could have been developed. Also, having lost the Special Entry Scheme for admission to the University, the College failed to capitalise on the Mature Age Entry Scheme for its diplomates. The Special Entry Scheme had required the Principal's recommendation. The Mature Age Entry Scheme also requires a recommendation from an academically competent person familiar with University studies. The present state of affairs therefore, means that UDBS is a terminating course offering very little by way of further studies.

vi) The high student-teacher ratio rampant with the UDBS classes has not only failed the implementation of the scheme of tutorials and guided self-study envisaged at the beginning of the course but militates against effective teaching and learning.

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Given the inevitable individual differences among students, with a high student-to-teacher ratio it becomes extremely difficult for the teacher to monitor the progress of each learner until the final examinations and then, it would be too late to save the slow learners. This problem calls for the recruitment of more lecturers per subject. Teaching staff statistics (see appendix IV) however, indicate a high rate of turn-over of the teaching staff for the College as a whole(i.e. all departments) which in turn indicates existence of a fundamental bottleneck in the smooth running of the College itself. This study stumbled upon three basic reasons for this inadequacy and impermanence of teaching staff. These are:-

a) Salary: The College is in an uncomfortable position of having to compete for well-qualified staff with the private sector in commerce and industry which not only pays much better salaries but also give other more attractive fringe benefits like free medical facilities for self and family, free fully-furnished or partly-furnished house or a generous housing allowance in lieu, free transport, generous retirement benefit schemes etc.

b) Housing: There are only some twenty staff houses on the college campus todate to be shared between the academic and administrative staff (with half going to administrative staff.) The result is that interested academic staff are forced to look for, necessarily, relatively inexpensive accommodation out in town or even out of town and incur heavy transportation expenses to and/or back from work every working day.

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c) Opportunities for further studies:

—Have been generally non existent despite a Staff Development Scheme. Scholarships, Fellowships, and Bursaries for staff development have generally not been forthcoming and where they were offered (like in 1976 the Economic Commission for Africa offered to sponsor to train one Accounts Lecturer) the College never nominated staff for them for fear of further weakening the already numerically weak academic staff force. Unfortunately however, it has either compounded teacher-frustration or forced them to secure opportunities for further studies - including sponsorship - on their own.

vii) The collapse of the Business Club, a forum for the discussion of current economic issues and the broadening of the students' horizon, is another negative development which beset the UDBS course during the period under study. All the students interviewed expressed the opinion that the continuance of the Public Lectures of the Business Club would have significantly broken the monotony of lectures-and-text-book learning method that is their lot ever since 1973. It could probably be argued that the circulation of the daily newspapers among the students would more than substitute for the once-a-fortnight public lectures referred-to above. These dailies however, are understood to be infrequent and received, on average, when they are out-of-date. Of course the infrequency is the issue to bother about rather than the out-datedness.

viii) Perhaps the greatest failure of the UDBS is in the area of Instructional Materials' development and production (see stage II of Curriculum Development outlined in section 1.1 above) which point goes hand in hand with

the designing of the syllabuses - under current educational practice. The UDBS offered an excellent opportunity for the development of suitable local instructional materials because the same lecturers who were to (and actually did) design the syllabuses could have proceeded to write up appropriate text-books, case studies, flow-charts etc. for each subject and for each of the two academic years of the course. Moreover, if these materials were produced, the problem of irrelevancy would have been majorly overcome.

As it is however, the lecturers merely recommended (and got bought) British books in all the subjects taught in the course. The problem with this evidently convenience-arrangement is that the availability of the instructional materials has had to be necessarily pegged to the availability of foreign exchange. The problem of foreign exchange being too well-known, it is no wonder that students have complained about inadequacy of reading materials for the most part of the period under review - a complaint the Chairman of the Board of Governors of the College investigated upon and established to be justified in April, 1981 (when the Board could no longer turn a deaf ear to the persistent student complaints.) Foreign exchange problem aside, there is also evidence of increased loss of even the available stock of books from the library, suggesting lack of a proper control system in the library.

ix) Objective Number Five of the course (see section 1.1 above), being unbehaviourally defined, presents another quite distinct weakness, this time, in the design of the course itself... What variables would one measure to ascertain as to whether he has produced an "independent, self-reliant and well-informed" person following a two-year UDBS course at the Uganda College of Commerce?

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Would it not be safer to redefine this objective or even do away with it altogether? These, and many more questions spring up at the presentation of Objective No. Five.

x) It should also be observed at this point that while the course plan had provided for a Sandwiching system to give students practical orientation, there is no evidence of the UDBS students having undergone any industrial training during any academic year. There are several derivatives from this state of affairs. Firstly, it may be that there was failure to obtain the co-operation from the industrial/commercial sector; secondly, the College may not have been willing to have long breaks, albeit useful breaks, in the course structure; thirdly, industries may have considered it an expensive experiment to have their books of accounts practiced on; and fourthly, the College may not have even bothered to implement the idea. Whatever, the case may be, the UDBS graduates have, as a result of this flaw in the course implementation efforts, continued to come out academically fit but practically unprepared to join the work force of the economy, thus calling for considerable induction courses or initiation periods each time these diplomates acquire employment. The lack of industrial training is thus another shortcoming or failure of the UDBS.

Finally, in his inaugural talk on 9th January, 1968, the newly installed Principal of the Uganda College of Commerce, the originator of the UDBS Course itself, declared, among other things, that the College was "a training centre charged with the task of turning out competent administrative workers in all grades..." In this regard he expounded that the College had to be offered as "a laboratory for trainee-students to work on..." This conception has significant implications regarding the physical lay-out of the College in respect of training equipment, stationery and the

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general infrastructure. This study however, finds the College terribly lacking in physical training facilities like accounting machines, Data Processing Machines, audio-visual equipment - all through the period under review. This is a weakness that seriously affects the quality of output of the College in general.

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CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

Summary: This paper starts off from the purposes for which the Uganda College of Commerce, the institution in which the Uganda Diploma in Business Studies Course - the subject matter of inquiry- was established. It then focuses upon the UDBS course objectives themselves before getting into a historical survey of the development of the course. Chapters two and three concentrate upon delineating the achievements and non-achievements of the UDBS drawing evidence primarily from the college official records and some informal interviews with the various parties concerned. The course has registered some definite successes and failures.

4.1 Conclusions. The objectives upon which the UDBS was established have remained unreviewed for the last fourteen years to the extent that everyone concerned - the lecturers, the college administration, the general public - takes this issue for granted. Apart from Objective No.3 which provides for the course's leading to a qualification (a diploma) in its own right, the other four course objectives are either [illegible] or non-behavioural. It can therefore, be safely concluded that a Laissez-faire spirit towards the course development has generally prevailed for the last fourteen years otherwise someone would have stirred-up the necessary revolution (in a good sense of the word) to have these objectives, and therefore, the course itself, periodically re-examined and up-dated to render it relevant for the challenges of the times.

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A significant achievement of the UDBS is that it bestowed the country with its own technician-level national qualification in business education, a field which had continuously lagged behind in Uganda's educational system. This qualification has sold very well to the private industrial/ commercial sector of the economy. The public sector too, despite its failure to remunerate its holders comparatively well, appreciates its intrinsic value, a conclusion emanating from the fact that government departments have, from year to year, pressed for admission of their personnel to the course with a view to uplifting the efficiency performance in their accounts departments. Overall therefore, the course has given the college a considerable measure of independence and prestige.

Another obvious conclusion from the study is that it was short-sightedness of the College administration not to have"pressed out" locally developed and produced instructional materials from the various course subject lecturers at the time of implementation. Because of this failure not only is a situation of capital outflow being perpetuated but the scholars have had to continue being subjected to certain aspects of knowledge completely irrelevant to the Ugandan economy (owing to the text-books being British-centred.)

In terms of the overall objectives, the central focus of this study, the UDBS has turned out locally trained technician level manpower for the commercial/industrial sector as well as the public sector at an average rate of twenty three to forty six graduates per annum. Both the magnitude and rate of output of the UDBS diplomates do not reflect the fact that this course is a unique course, - the only one of its kind - in Ugenda's educational system.

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Moreover, the study has also shown that the course has done rather poorly in terms of offering opportunities for higher, professional studies. The failure is with respect to both foreign-based courses and locally-based courses, - this immediately arising out of the failure to develop the course itself to more advanced stages. In short, in terms of the overall objectives the UDBS has registered some positive achievements but certainly not as much as expected particularly in the absence of the revision of these goals themselves.

The greatest problem of the course is not so much to find students of the right calibre as to find sufficient qualified staff. The staffing problem progressively worsened through time. At the beginning there were qualified full-time lecturers; as time went on part-time lecturers appeared; now it is not even enough to engage part-time lecturers - students of other professional courses have to be engaged as student-lecturers to help alleviate the problem.

Another conclusion that emerges from the study is that the college has lost a considerable degree of independence and prestige through the loss of external and University recognition of the UDBS and through the loss of the control of the final examinations. These losses are attributable, in part, to lack of dynamism and commitment on the part of the college staff, both academic and administrative, to jealously guarding and promoting the interests of the courses in their hands (the preponderance of the Laissez-faire spirit referred-to above, putting aside the factors of comparatively lower salaries and uncertain housing which could be used to explain away this naivety.)

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A final conclusion that emerges from this study is that industries were not encouraged to participate, much less involved, in the training programme of the college which includes the UDBS course programme. The failure of the course to secure practical orientation from the industries (the sandwiching scheme) therefore, comes as no surprise. Here, the college administration may have simply overlooked liaising with the government which could have more effectively influenced the industries to take part in the college's training programmes.

4-2 Recommendations: In view of the above observations and conclusions drawn from the study, the following recommendations are due for the improvement of the running of this course:-

1- The College Board of Governors, the College Academic Committee and representatives from the Ministry of Education should sit down together and review the achievements of the course to-date in light of the stated objectives. They should then proceed to re-examine the objectives themselves and redefine them - certainly redefine objectives Nos. 2, 4, and 5. The redefining of objective no.2 will require this team of responsible persons to either:-

i) develop the curriculum of UDBS to higher professional parts similar to the plan envisaged in 1969; or

ii) develop curricula for entirely different (in name) professional courses through which the UDBS graduates would be enabled to further their education; or

iii) introduce appropriate Higher School Certificate subjects to run alongside the Business Education aspect of the course so that two distinct examinations are attempted at the end of the two-year period to facilitate direct entry to the University after the UDBS; or

iv) re-open negotiations with the University for fresh recognition of the course.

The re-examination of objective no.4 will require this high-powered team to collaborate with the Ministries responsible for Public Finance and the Public Service in so far as it calls for a formula of recruiting a significantly increased number of academic staff who should be more stable and committed in their job, which formula will necessarily have to offer more competitive salaries and better conditions and terms of service.

Objective no.5 should be made to define the standards by which to judge whether the course is turning out independent, self-reliant and well-informed people or not.

It should be emphasized here that without clearly defined objectives for the course it is not possible to select an effective teaching/instruction method, to write instructional materials and, certainly, it makes a mockery of the whole evaluation exercise because a meaningful evaluation must be in terms of the stated objectives.

xi- The Academic Committee should never fail to convene a curriculum meeting of the lecturers and representatives of the industrial/commercial sector to discuss the existing subject syllabuses with a view to ensuring that they are indeed serving the current needs of the economy - this meeting should be convened at least once in each academic year (it should in fact be featured in the college Academic Calendar.) It should be noted that the business world is so dynamic that there are such numerous innovations every year that the skills required to handle it effectively necessarily change at the same rate.

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Accounting techniques for example, are becoming more and more sophisticated; Company Law and Commercial Law are undergoing numerous changes with time -- to keep abreast with societal changes themselves. It is within the lecturers' and employers' capacity to render the UDBS course truly up-to-date by having regular curriculum meetings to review the course contents.

III- Following on point II above, it is high time local instructional materials for the UDBS were developed and produced. The college administration should therefore, conduct writers' workshops during the vacations to enable the lecturers and other invited subject experts, say, the University lectuers and professors, to write (and have published) UDBS text-books relevant to the Ugandan economy in the first instance. This is one project where the college is certain to attract and secure 100% government moral and material support. It is a project conducive to academic reinvigoration of the academic staff and, if assured of some royalties, a sure morale-booster too. Considering that there is a Publishing Company not too far from the college campus and that the Ministry responsible for Education itself has a printing press under its jurisdiction, the publishing of these instructional materials would meet with little difficulty.

IV- In view of the difficulties encountered with the foreign-based professional bodies as far as the course-recognition is concerned, the UDBS should itself now develop higher professional parts similar to, or stiffer than the foreign-based courses. In this way not only will the UDBS graduates be enabled to scale the heights of professionalism to the best of their abilities but other foreign-based courses will themselves have to find

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their equivalency with respect to the UDBS professional course. This recommendation is of course based on the expectation that the UDBS lecturers and the Ugandan economy will not let the course down in any way. It is evident from the study that the right, the required, manpower to bring about this development of the UDBS course is all there waiting to be drawn in by a significant improvement in the terms and conditions of service besides competitive remuneration. Since business education has for long lagged behind, the Uganda College of Commerce is in a position to influence the government to "turn the tables" in favour of its efforts to spearhead development of business education in the country. Moreover, the time is just right for such action since the new democratic government in Uganda is vigorously bent to rehabilitate and reconstruct the the country in the shortest time possible. The development of the UDBS as outlined above is however, tied up with the development of the College's infrastructure in all its aspects. This is where the Board of Governors can play its guiding/leadership role decisively.

V- Recognising the high demand for the UDBS diplomates in the economy and the deluge of applications for admission each year, one training institution is definitely not enough. Until such a time when the government would have increased the number of government Business/Commercial Education Colleges of the status of the Uganda College of Commerce, Private training insaitutions should be availed the UDBS curriculum and allowed to prepare candidates for the UDBS examinations. Candidates satisfying the conditions for the award of the Diploma through this channel should be treated on the same merit with those who go through the Uganda College of Commerce.

A strong advantage underlying this recommendation is that it will open doors for competitive teaching/ training amongst the training institutions which in turn will raise the quality of output (other factors held constant.)

VI- The College would also do well to revive the Business Club without further delay. This time, both the College Administration and the Students Guild should jointly run its activities for the purposes of not only strengthening the College community relations but enhancing the training of students to play leadership/management roles. In addition to the Public Lectures, the Business Club should produce a Magazine or journal at least once every term. This would encourage the students to indulge in independent private study and report writing on some and varied issues in the economy - to contribute articles for publication in the magazine/journal. The quality of such a magazine could, moreover, be used to judge the maturity of the students concerned.

VII- On the question of attracting and retaining well qualified staff in sufficient numbers (a problem noted above to be the most serious among problems besetting the course), several strategies deployed more or less simultaneously are required. Firstly, the College can, and therefore, should, recommend to pay assistant lecturers, lecturers, and senior lecturers salaries close to the top bars of their respective salary scales rather than making them start from the bottom of these salary scales. Secondly, the annual increaments on these salaries should be raised by at least two hundred per cent to render these increaments more meaningful and motivating. Thirdly, every lecturer who has served for two unbroken years should be sponsored on a short course abroad or internally lasting between three to nine months to both refresh them and improve their academic attainment.

Fourthly, and most important, the Board of Governors, the College Administration, and the government should come together and embark upon vigorous capital development to ensure housing for all staff. Finally, as part of getting industries involved in the training activities of the college, the college should negotiate to attach the academic staff on to some industries on a paid part-time engagement of between one and two hours a day to supplement their salaries and keep them abreast of the practical application of the theories that normally characterise their classroom engagement.

VIII-In the final analysis, the formation of a strong Old Boys Association for Uganda College of Commerce is highly recommended. Such an Association will set targets for the on-going students to aspire for and, above all, help the college to bargain with the industries for co-operation in its training activities such as the sandwiching concept mentioned above. This Association will also strengthen the common bond and identity of the products of the Uganda College of Commerce.

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APPENDIX I: ADMISSIONS (ENROLMENTS) IN THE DEPARTMENT OF PROFESSIONAL STUDIES, 1968 - 1981.

COURSE / YEAR	UDBS	I.C.S.A. (London)	A.C.C.A. (London)	I.C.M.A. (London)
1968	50			No concrete figures are available but There were enrolments upto 1975/76.
1969	60			
1970	70			
1971	60			
1972	75			
1973	85			
1974	60			
1975	50			
1976	45	49	41	
1977	80	51	51	
1978	72	39	30	
1979	80	31	20	
1980	75	-	?	
1981	78	32	25	

SOURCE: U.C.C. A.11

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APPENDIX II: OUTPUT OF UDBS (FINALISTS) 1970-1981

YEAR	NO. GRADUATED
1970	50
1971	—
1972	44
1973	—
1974	—
1975	—
1976	34
1977	34
1978	35
1979	62
1980	61
1981	—

SOURCE: U.C.C. A. [illegible]

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APPENDIX III: CHANGES IN THE COURSE STRUCTURE 1968-1981

ACADEMIC YEAR	UDBS I:SUBJECTS	NO. OF TERMS	UDBS II: SUBJECTS	NO.OF TERMS
1968/69	Economics I ++ Accounting I General Principles of Law English I ++ Statistics	4	Economics II * Accounting II Mercantile Law English II Costing OR Secretarial Practice * Extended Essay	4
1974/75	English Economics Statistics General Principles of English Law Accounting I	3?	Accounting II Costing Office Management ++ Mercantile Law Extended Essay	4
Up To Present	English Economics Statistics General Principles of Law Accounting I	3	Accounting II Costing Office Management Mercantile Law Extended Essay	3

* Subject Dropped in the Course of time

\+ New Subject Introduced in the course of time

++ Subject stiffened to become final (non-carrying) in the Course of time.

APPENDIX IV: THE TOTAL NUMBER AND STATUS OF ACADEMIC STAFF 1968-1981

ACADEMIC YEAR	NUMBER OF FULL-TIME LECTURERS	NUMBER OF PART-TIME	NUMBER OF STUDENT LECTURERS	UGANDAN
1968	12			2
1969	20			6
1970	22			8
1971	29			11
1972	28			15
1973	25			19
1974	17	12		23
1975	26	5		27
1976	28	6		32
1977	35	1		32
1978	34	2		32
1979	14	12	3	ALL
1980	-	-	-	"
1981	10	7	4	"

Source: U.C.C. S.9 Staff Statistics

APPENDIX V: ACTIVITIES OF THE BUSINESS CLUB 1968-1981

YEAR	NO. OF PUBLIC LECTURES	NO. OF INDUSTRIAL VISITS
1968	9	NILL
1969	6	"
1970	8	"
1971	-	"
1972	3	"
1973	NILL	"
1974	"	"
1975	"	"
1976	"	"
1977	"	"
1978	"	"
1979	"	"
1980	"	"
1981	"	"

Source: U.C.C. B.5 Business Club

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9. U.C.C. U.1.3, Equivalences

10. U.C.C. B.5, Business Club

11. U.C.C. B.2, Books: Texts and Library

12. U.C.C. S.9, Staff Statistics

13. U.C.C. U.1.4, Examinations Results

14. U.C.C. A.11, Annual Reports-Internal.